

# Informative Writing Rubric and Grade

Second Grade 😊

Subject	Kindergarten	2.5 Points	First Grade	3.5 Points	Second Grade	4.5 Points	Third Grade	Score:
	2 Points		3 Points		4 Points		5 Points	
<b>Structure</b>								
Overall	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught the readers about a topic.	Mid-level	The writer taught readers about some important points about a subject.	Mid-level	The writer taught readers information about a subject. The writer wrote ideas, observations, and questions.	<b>4</b>
Lead	The writer told what the topic was.	Mid-level	The writer named the topic in the beginning and got the reader's attention.	Mid-level	The writer wrote a beginning in which he/she named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which s/he got readers ready to learn a lot of information on the topic.	<b>4</b>
Transitions	The writer put different things he/she knew about the topic on the pages.	Mid-level	The writer used transition words such as first, second, and third or first, next, and last.	Mid-level	The writer used transition words such as and, also to show he/she had more to say.	Mid-level	The writer used words to show sequence, such as before, after, then, and later. Words such as however and but were used to show what did not fit.	<b>4</b>
Ending	The writer had a last part or sentence.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up the report.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	<b>4</b>
Organization	The writer told, drew, and wrote information.	Mid-level	The writer told about the topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped information into parts. Each part was mostly about one thing that connected to the big topic.	<b>4</b>
								<b>Total: 20</b>

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Development								
Elaboration	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in the writing to teach about the topic.	Mid-level	The writer used different kinds of information in the writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about the topic and explained some of them.	<b>4</b>
Craft	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used words and pictures to give facts.	Mid-level	The writer tried to include the words that showed he/she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers. The writer taught information in a way to interest readers and may have used drawings, captions, or diagrams.	<b>4</b>
								<b>8</b>
								Total:

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Language Conventions								
Spelling	The writer could read his/her writing. The writer wrote a letter for the sounds heard.	Mid-level	The writer used all he/she knew about words and chunks of words to help spell. Most of the words were spelled correctly.	Mid-level	To spell a word, the writer used what he/she knew about spelling patterns. All of the words were spelled correctly.	Mid-level	To spell a word, the writer used what he/she knew about spelling patterns. The writer may have gotten help from others to check spelling and punctuation. All of the words were spelled correctly.	<b>4</b>
Punctuation & Capitalization	The writer put spaces between the words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	Most capitals and punctuation were used correctly. The writer used quotation marks to show what characters said. When the writer used words such as "can't" and "don't," he/she used the apostrophe.	Mid-level	All capitals and punctuation were used correctly. The writer used quotation marks to show what characters said. When the writer used words such as "can't" and "don't," he/she used the apostrophe.	<b>4</b>
								Total: <b>8</b>

Comments:	Number of points	Final Total:  <b>36</b>
	1 - 11	
	11.5 - 16.5	
	17 - 22	
	22.5 - 26.5	
	27 - 33	
	33.5 - 38.5	
Rubric by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project	39 - 44	Goal: 36 points

**For the Fall Narrative story**, the goal is to achieve 3.5 points for all writing categories, totaling 31.5 points.

**For the Winter Opinion review**, the goal is to achieve a mix of 3.5 and 4 points for all writing categories, totaling around 33-34.5 points.

**For the Spring Informative report**, the goal is to achieve 4 points for all categories, totaling 36 points.